

THE INGED NEWSLETTER



Izmir 2016

NEWS ON-LINE

Together we stand!

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From the President

Dear members,

We are together again with a new issue. Despite spending (or maybe, wasting) long years of time, effort and money, the success of English language teaching in our country has always been a big issue. The society, from the government to a young student, has been questioning our ability to teach English because the process has failed to make students fluent or even competent. Most students claim that during lessons, their teachers spent little time speaking the language themselves and explained everything in their native language in a teacher-centered manner. They also say that the activities were mechanical and boring. They add that there were only a handful of the successful students who managed to speak in class."

Oxford states when we use a segregated approach (also known as language-based approach), *"the language itself [becomes] the focus of instruction (language for language's sake) ... the emphasis is not on learning for authentic communication"* (Oxford, R.L. (2008). Conditions for second language learning. In N. VanDeusen (Scholl & N. Hornberger (Eds.), Encyclopedia of language and education. New York: Springer.).

Rigg claims *"If language isn't kept whole, it isn't language anymore."* (Rigg, P. 1991. Whole Language in TESOL [J]. TESOL Quarterly 25(3).). All main language skills (reading, listening, speaking, and writing) and sub-skills (grammar, vocabulary, and pronunciation) exist to serve communication. They do not mean much by themselves; only when they function together they give us the whole picture. The speaker's intention (intended meaning and reason) and other contextual factors give sense to a bunch of symbols put together.

Integrated language teaching is an inductive approach by nature. Students induce the rules and meaning from exposure to the language in use which involves the discovery technique. Hence, it is far from being teacher-centered. Students are NOT passive recipients of knowledge or information, because genuine learning cannot occur simply by instruction, without acts of thinking and understanding. The acts of thinking and understanding involve discovery by the minds of students.

People learn a language best when they use it to do things rather than through studying how language works and practicing rules. Students need to pay attention to the relationships among form, meaning, and use for a specific grammar rule. They need plentiful, appropriate language input to be able to discover this relationship. That's why language should be taught integratedly and inductively.

Can you imagine a physical education instructor who explains how physical activities are done theoretically and then expects the students to do them? They usually demonstrate the

activity and help students practice it. That's what language teachers should also do. We focus too much on teaching but not enough on learning or learners. We forget the fact that if there is NO learning then there is NO teaching.

Changing the curriculum and/or course books without changing our understanding of teaching/learning cannot result in any change. Human being learn because they are curious, or because they are in need, or because they are interested and motivated. We, humans, learn as a result of our own initiative; not because someone else wants us to learn.

In the light of these, it's high time we started

- focusing on LEARNING not on teaching;
- decreasing teacher-talk-time and increasing student-talk-time;
- preparing motivating and fun lessons;
- keeping our students busy by actively involving them in all activities;
- creating an interactive and engaging learning environment that uses many methods of learning;
- providing the right level of challenge;
- treating our students with love and respect (not patronizing them); and
- treating exams as learning goals or threats (They are simply learning tools. If our students learn, they can pass the exams).

Hope to be with you again in another issue. Together we stand.

Prof. Dr. Aydan Ersöz
INGED President



From the Editor

Dear Colleagues,

Please note down the following dates & events:

- 6 May: INGED Drama Festival in Ankara hosted by Zafer Koleji
27 May: INGED Drama Festival in Izmir hosted by MEV Izmir Güzelbahçe Okulları
3 June: INGED Spring Fest in Ankara hosted by Onur Koleji
20-22 October: The 18th INGED International ELT Conference hosted by Istanbul Aydın University, Preparatory School

I would also like to take this opportunity to remind you that the proposal submission deadline is 25 May 2017. We would like to see especially fresh/new colleagues sending us their proposals. The INGED Conferences are excellent venues for young colleagues who may feel intimidated by the organizations of the larger institutions to send in their proposals and share with their colleagues ideas that they use in their classes with success. Teachers are always hungry for ideas that work! So do send in a proposal!

This issues welcome spring and wishes all of our members a happy and successful spring term. Hope to see you at our events...

Warm regards,

A. Suzan Öñiz
INGED Newsletter Editor

WHAT IS THE DIFFERENCE ???
AN INGED AFTERNOON
AND
AN INGED EVENT



INGED Afternoons

WHEN?	As frequently as there is a guest speaker available
HOW LONG?	Approximately two-hour meetings
HOW MANY PRESENTERS?	Only one guest speaker
TOPIC?	A practical session on a topic relevant to English language teachers.
FOR WHOM?	Open to all audiences whether they are INGED members or not.

INGED Events

WHEN?	As frequently as there are several guest speakers available on the same day
HOW LONG?	Approximately three to four hours
HOW MANY PRESENTERS?	More than two guest speakers
TOPIC?	One general topic or several separate topics relevant to English language teachers
FOR WHOM?	Mainly for INGED members
REQUIREMENTS?	Advance registration
FEE?	A reduced fee for INGED members
CERTIFICATE?	A Certificate of Attendance for INGED members

FOR PROSPECTIVE CONTRIBUTORS



The INGED Newsletter *News On-Line* appears during the first week of March, June, October, and December. The deadline for sending in your contributions via email is the end of the month preceding the deadline.



NOTES FROM A CONFERENCE

Please state the title of the conference or event you are going to describe; your full name, title and affiliation; your brief description. The body of your description tells the readers the aims of the conference or seminar that you intend to report on and summarizes one or two of the sessions that you attended in such a way that readers feel that they were present at the session being described. Please include details so that your summaries have a practical function. You may include a brief section on how many people attended the meeting, where it was held and who the main presenters were but the focal point of the report is the summary of the sessions that you wish to share with the readers.



TECHNOLOGY IN TEACHING

Please state the title of the ideas that you are going to describe; your full name, title and affiliation; your step-by-step description, bearing in mind that some readers may be totally unfamiliar with the ideas that you are describing. Please specify the technical requirements and make sure that the websites that you mention are active at the date of submission. The technology that you choose to describe may be a tool that teachers can use directly in class with their students or it may be a helpful means for you as a teacher-researcher.



YOUR PAPERS

Please send us your papers relating to pre-school through adult English learning and teaching. The accepted papers will be written in formal register with references and a following bibliography. Please make sure to spell check the document and proof read the final copy for accurate language use.



THE VOICE OF INGED MEMBERS

This is YOUR page! Please send us news about your pupils and students, the latest developments in your teaching environment, teaching tips you would like to share with your colleagues, and comments.



**Please send us your manuscript
AS A WORD FILE
& WITHOUT ANY FORMATTING.**





The 18th International INGED ELT Conference

hosted by **Istanbul Aydın University**
Vocational School of Foreign Languages

The Winds of Change

Plenary Speakers

Prof. Dr. Birsen Tütüniş
Prof. Dr. Peter Medgyes
Prof. Dr. Mirosław Pawlak
Dr. Richard Smith

Panelists

Prof. Dr. Aydan Ersöz
Prof. Dr. Birsen Tütüniş
Prof. Dr. Derin Atay
Prof. Dr. Yasemin Bayyurt
Prof. Dr. Dinçay Köksal

20 - 22 October 2017
İstanbul / Turkey
<http://www.inged.org.tr>



TECHNOLOGY IN TEACHING:

8 OF THE BEST APPS AND RESOURCES FOR ENGLISH LANGUAGE LEARNERS

By Lisa Rodriguez



Originally Published at:

<http://www.eschoolnews.com/2016/07/18/the-best-apps-and-resources-for-english-language-learners/>



Vetted and useful apps and websites for English language learners

There are thousands of educational mobile apps available for English language learners, allowing learners to practice outside of the classroom in ways that can greatly enhance learning and motivation.

Because cost is a critical concern in most schools and for most teachers and parents, this article focuses mostly on free apps. When searching the app store, be aware of words such as “Lite” or “Free” or “In-App Purchases” in fine print underneath the download button. It can be very frustrating to find an excellent alphabet app, for instance, only to find that it only goes up to letter D before it locks and prompts you to purchase the full version. You may want to spend the money if the app is for one or two students, but when apps are purchased they are only licensed to a single device, so it may not be feasible for a class of 30 students.

The use of pictures, photos, drawings, diagrams, video, and actual objects facilitates language instruction because they strongly increase comprehensibility. For example, if a student is simply presented the word “карандаш” (krandash), no actual learning can take place because it means nothing to the learner. However, if the student is presented with a picture of a pencil attached to the new word, it becomes comprehensible.



When searching for effective apps for language learners, it’s important to keep the concept of comprehensible input and interactivity in mind. The app, [Learn English with Johnny Grammar’s Word Challenge](#) may be an entertaining game for more advanced learners, but is unlikely to be effective or engaging for learners at lower levels of language proficiency because there are no graphics or audio — just words and cloze sentences.

[Also from the author: 13 apps that promote higher-order thinking skills](#)

[Bitsboard](#), in contrast, has beautiful photos with vocabulary words in different categories, and it allows students to record their voices. It contains games such as Memory and Bingo, and many others. The free version of Bitsboard contains five categories: action words, emotions, exotic animals, famous places, and first sentences. Although the free version includes only five categories, new custom categories can be created easily, with the ability to add photos, drawings, text, and sound recording. Bitsboard Pro costs \$19.99 and includes all premium content, as well as teaching tools such as unlimited students, data tracking, and the ability to search for images. Bitsboard Pro was chosen the best educational learning game and flashcards app in 2016 by [Teachers With Apps](#).

Preschool through 3rd Grade

[Starfall.com](#) is a wonderful website for preschool through 3rd grade English language learners, as well as young native English language speakers. The free [Starfall ABC app](#) replicates just the ABC part of its website and includes graphic and audio elements, and is interactive and fun.

[Keba! English for Kids \(ESL\)](#) is a free app with three categories of lessons: animals, children, and fruits and vegetables. In each of these categories there are several subcategories of lessons that integrate audio, animation, and photos, making the app engaging and comprehensible for young learners.

3rd through 6th grade

[Duolingo](#) is a free language learning app that integrates speaking, listening, reading, and writing and contains photos and audio to ensure that content is comprehensible. Content is cumulative, with lessons becoming increasingly advanced as learners progress at their own pace. Duolingo now allows teachers to create class accounts, assignments, and motivating challenges.

[Brainpop ESL](#) is another program that was originally limited to a website but now offers a mobile app. This app is included in this article, although its free content is limited, because of the high quality of the content and the popularity Brainpop has with elementary and middle school students. Also, the free version of the app and website include 18 engaging lessons that include video, “hear it and say it,” vocabulary words, flash cards, a grammar lesson, and a quiz.

There are too many apps to review in one article, and more being created daily. There are resources, however, for finding apps for language learners that have been recommended by other educators or language learners. The bookmarking website, [Symbaloo](#), allows users to create custom webmixes or search for others’ webmixes related to particular content. For example, [here is a webmix](#) for newcomer English language learners and teachers. Apps and internet resources for English language learners and other second language learners can also be discovered on Pinterest. Simply searching with the keyword “ELL” on Pinterest will result in thousands of boards and pins related to English as a second language, such as [this one](#).

As with mobile apps, there are many websites for English language learners and their teachers. One of them, [Dave's ESL Cafe](#) has been a popular source of information, idea sharing, lessons, quizzes, games, and links to other ESL websites since 1995. This is another rich source of high quality apps for English language learners that have been vetted and reviewed by educators. Happy hunting!

About the Author:

Lisa Rodriguez started in the Los Angeles Unified School District in 1987, and then in 2001 with the Woodburn School District in Oregon as a bilingual teacher. In 2004 she became a technology and literacy teacher, and then an educational technology coach. She has been teaching courses in education as an adjunct professor since 2010 when she received her PhD in educational technology, and started the Battle of the Books Quiz Center at www.obob.me. Her main educational interests focus on integration of current technologies with English language learners, and second language acquisition

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on the significance of the language of formality and informality, the speed of learning and how it can actually be recorded and the effect that switching from one language to another has in children.

<http://exclusive.multibriefs.com/content/language-register-what-is-it-and-why-does-it-matter/education>



Language register: What is it and why does it matter in education?

Erick Herrmann

Many teacher and parents today lament a lack of formality in student language, especially writing. Ask any educator about the use of so-called "texting language" in student writing, and you will likely see eye rolls, a pained look on their face, hear a sigh or complaint about the decline in language.

What students may not understand, however, is language register — different language and levels of formality are used in different situations and scenarios. While most people have a working understanding of the concept, students may need to be taught or reminded that different scenarios call for different language.

Perhaps the first considerations for students, when speaking or writing, are audience, topic, purpose and location. Many students need to be explicitly taught about these ideas and how to adjust their language use based on these considerations. When working with English learners, explicit instruction in vocabulary and syntax is important.

Audience

Students need to understand that different audiences require differing types of language.

For example, the way they speak to their parents may differ from how they speak to their siblings when they are alone. The language they use will likely change when speaking with friends, and should change again when speaking in school.

Similarly, when writing, students should adjust the formality, tone, and vocabulary used based on who the writing is intended for.

Topic

Different subject areas in school and differing topics require differing styles of speech and writing. Mathematicians, scientists, historians, artists, musicians and others use differing styles when speaking about or writing about the subject and topic at hand.

For example, when writing in science, students should avoid the use of metaphors or unnecessary language, being as concise as possible while getting the appropriate principle, finding, description, etc., across to the reader. It is critical that we, as educators, share with students the differing language styles used in the subject areas we are discussing and learning about.

Purpose

Students should clearly understand the purpose of their writing or speech. Is it to inform, argue, persuade, describe, narrate, share cause and effect, or some other purpose? When students are clear on the purpose of the writing or speech, they can more accurately choose the language register to use.

Additionally, teachers will need to explicitly teach students the appropriate general academic vocabulary that pertains to the specific language function. Teachers can include instruction on specific sentence frames, starters and signal words to help students choose the most appropriate language for the purpose of their writing or speech.

Location

Location can, and often does, dictate the appropriate register to use. In a school setting, the language and formality used in the classroom should differ from the language used in the hallways or on the playground. Similarly, the vocabulary and syntax used to answer a simple question versus giving a formal speech in the classroom differs.

Students should know that the way they speak and the words they use in a library versus a restaurant versus a shopping center differ, and they should adjust their language register accordingly.

The considerations listed above will help students begin to understand how language should be used in differing contexts. Once they understand these, or while learning about the considerations, students can learn about and be given examples of the five language registers.

It is helpful for students to learn about register, especially if students are from culturally and linguistically diverse homes. As people are interacting with others, it is acceptable to move from one register into an adjacent register without any problems or awkward moments. However, skipping a level or even more than one level may be considered inappropriate or offensive.

- **Frozen/Static Register:** This register rarely or never changes. Examples of frozen register include the Pledge of Allegiance or the Preamble to the Constitution.
- **Formal/Academic Register:** This register includes academic language from speeches, proclamations and formal announcements.
- **Consultative Register:** This register is formal and acceptable speech often used in professional settings. Some examples of this register include discourse between

teachers and students, judges and lawyers, doctors and patients, and between a superior and a subordinate.

- **Casual Register:** This register is used among friends and peers, and includes informal language including slang and colloquialisms. Casual register is often used among friends, teammates, etc.
- **Intimate Register:** This register is reserved for close family members such as parents and children and siblings, or intimate people such as spouses.

In the context of schools and instruction, it is important to note that students can be taught about the five registers and when they are used, but perhaps more importantly should be taught the language that is used in the first three registers listed.

Students will encounter the language in the Frozen/Static Register as they study social studies primarily. The Preamble, Pledge of Allegiance and other examples are exemplary resources to teach history along with language and word choice.

Speeches, lab reports and other examples of the Formal/Academic Register are also prime candidates for close reading and analysis of text and language. Lastly, the Consultative Register should be focused on in schools as students learn to interact with teachers, administrators, guest speakers and each other. Utilizing and practicing this register allows students to incorporate skills such as interviewing a professional or practicing being interviewed for a job, or speaking formally to another.

While teaching students about the five registers may not be high on the teaching priority list, being aware of register is helpful as teachers prepare students for a variety of contexts and task. The language involved in each of these registers provides rich opportunities for language and content instruction, especially for English learners.

Teaching the audience, topic, purpose and location in regard to language, including speech and writing, will benefit students as we help them to achieve academically.

About the Author



Erick Herrmann is an educational consultant specialized in teaching English learners, and he runs [Academic Language Learning Institute, Inc.](#) Erick has worked with thousands of teachers across the nation to help them improve their instructional practice and increase academic achievement.



<http://www.medicalnewstoday.com/articles/310181.php>

Brain waves predict speed of second language learning Catharine Paddock PhD

For the first time, researchers show how a short test of brain wave patterns can predict how fast an adult can acquire a second language.

The study of how we differ in our ability to learn a second language is useful not only for understanding bilingualism, but also for researching the processes of learning and neural plasticity - how well the brain changes and adapts through life.

In the journal *Brain and Language*, researchers from the University of Washington in Seattle describe how a 5-minute measurement of resting-state brain activity explained 60 percent of the variability in second-language learning in a group of adult college students.

The 19 participants were aged 18-31 years and had no previous experience in learning French. For 8 weeks, they went to the research lab twice a week for a 30-minute, "immersive virtual reality," computer-based training session to learn French.

Before the participants started their language training, they were invited to sit with their eyes closed for 5 minutes while wearing an electroencephalogram (EEG) headset.

The EEG headset measured naturally occurring patterns of brain activity in the form of alpha, beta, delta, gamma, and theta brain waves.

EEG patterns predicted ability to learn second language

The researchers compared the pre-learning brain wave patterns with various measures of language learning during and at the end of the training program.

At various stages of the program, the learner completed a quiz. If they attained a minimum score on the quiz, they could move to the next level. Using the quiz scores, the researchers were able to calculate how fast each participant progressed through the curriculum.

The participants also took a proficiency test when they completed the 8-week program. This measured, for example, how many lessons they had completed. **The results showed that while the fastest learner completed the lessons twice as fast as the slowest, both attained the same level of proficiency.** However, when the researchers compared learners' EEG brain wave patterns from before the



With a short test of brain wave patterns, researchers showed they could predict how fast an adult can acquire a second language.

program with the various measures taken during and after the 8-week course, they found some interesting links. For example, higher power in beta and gamma brain waves, and lower power in delta and theta waves, predicted faster second language learning. This, together with other brain wave measures, led study leader Chantel Prat, an associate professor of psychology, and colleagues to conclude:

"We've found that a characteristic of a person's brain at rest predicted 60 percent of the variability in their ability to learn a second language in adulthood."

The researchers say their study is the first to use EEG patterns of resting-state brain activity to predict the subsequent rate at which people can learn a second language.

Earlier this year, a team from McGill University in Montreal, Canada, showed how preexisting differences in **resting-state brain connectivity** could predict how well a student learned a second language. However, they used functional magnetic resonance imaging (fMRI), a more expensive technology.

Neurofeedback training

So, does the finding mean that people whose brain wave patterns predict they are likely to be less successful or slower at learning should not try to learn a second language? Prof. Prat says not at all, and she gives two reasons.

First, the fact the brain wave patterns only predicted 60 percent of variability in learning means there is plenty of room for other important factors - such as motivation - to influence learning.

Second, it is possible, Prof. Prat explains, to alter one's resting-state brain wave patterns with neurofeedback training - an approach where you can strengthen brain activity patterns that are linked to better thinking and learning skills.

She and her team are starting to investigate this angle. They are looking at aspects of brain function that are linked to being able to learn well, she says, and explains that their goal is to "use this research in combination with technologies such as neurofeedback training to help everyone perform at their best."

By studying individual differences in the brain, we're figuring out key constraints on learning and information processing, in hopes of developing ways to improve language learning, and eventually, learning more generally.

Prof. Chantel Prat

The idea is that people keen to learn a second language but who do not have the desirable brain wave patterns could perhaps use neurofeedback training to alter the patterns and help themselves learn faster.

Immersive virtual reality language training

The immersive virtual reality language training program that the researchers used in the study is called the Operational Language and Cultural Training System (OLCTS). It was developed using funds provided by the United States Office of Naval Research, who also funded the study.

The aim of OLCTS is to make service men and women proficient in a foreign language with 20 hours of training. The self-paced program guides the learner through scenes and stories where they communicate with different actors in the new language. A voice recognition component also allows them to check their pronunciation.

The following video is a short demonstration of how the learner uses OLCTS:

<https://www.youtube.com/watch?v=piA6dMkBroQ>



<http://www.sciencedaily.com/releases/2016/02/160203111149.htm>



Practice makes perfect: Switching between languages pays off

Source: Concordia University

Summary: Bilingual children are better than monolinguals at a certain type of mental control, research shows. Additionally, those children with more practice switching between languages have even greater skills.

It's estimated that half of the world's population speaks two or more languages. But are there hidden benefits to being bilingual? Research from Concordia University in Montreal reveals a new perk visible in the problem-solving skills of toddlers.

The results of a study recently published by the *Journal of Experimental Child Psychology* show that bilingual children are better than monolinguals at a certain type of mental control, and that those children with more practice switching between languages have even greater skills.

Bilingual speakers can thank the sometimes-arduous practice of switching from one language to another for this skill. "This switching becomes more frequent as children grow older and as their vocabulary size increases," says Diane Poulin-Dubois, a professor in Concordia's Department of Psychology and the study's senior author.

"Therefore, the superior performance on these conflict tasks appears to be due to bilinguals' strengthened cognitive flexibility and selective attention abilities as they have increased experience in switching across languages in expressive vocabulary."

Poulin-Dubois and Cristina Crivello, a graduate student with Concordia's Centre for Research in Human Development (CRDH), led a group of researchers in a longitudinal investigation, which compared bilingual toddlers to their monolingual peers, tracking the tots as they gained greater vocabularies in each of their two languages.

For the study, the researchers assessed the vocabularies of 39 bilingual children and 43 monolinguals when they were aged 24 months, and then again at 31 months. During the second assessment, the researchers also had the young participants perform a battery of tasks to test their cognitive flexibility and memory skills.

"For the most part, there was no difference between the bilingual and monolingual toddlers," says Poulin-Dubois, who is also a member of CRDH. "But that changed dramatically when it came to the conflict inhibition test, and the differences were especially apparent in the bilingual toddlers whose vocabulary had increased most."

In this case, conflict inhibition refers to the mental process of overriding a well learned rule that you would normally pay attention to.

To assess toddlers' abilities in this domain, Crivello, who undertook the research as part of her master's thesis and is the first author of the study, administered two tests:

1. Reverse categorization -- participants were told to put a set of little blocks into a little bucket and big blocks into a big bucket. Then the instructions were switched -- big blocks in the little bucket and little blocks in the big bucket.
2. Shape conflict -- participants were shown pictures of different sized fruit and asked to name them. Then a new series of images was shown, with a small fruit embedded inside a large one. Toddlers were asked to point to the little fruit.

It wasn't surprising to the researchers that the bilingual children performed significantly better on the conflict inhibition tasks than did their monolingual counterparts.

"Language switching underlies the bilingual advantage on conflict tasks," says Crivello. "In conflict inhibition, the child has to ignore certain information -- the size of a block relative to a bucket, or the fact that one fruit is inside another. That mirrors the experience of having to switch between languages, using a second language even though the word from a first language might be more easily accessible."

The unique feature of the study was the finding that the more language switching toddlers engaged in, the more it benefitted them. Within the bilingual group of toddlers, those who had amassed a greater number of "doublets" -- pairs of words in each language, such as dog/chien -- performed even better on the conflict inhibition tasks.

"By the end of the third year of life, the average bilingual child uses two words for most concepts in his or her vocabulary, so young bilingual children gradually acquire more experience in switching between languages," says Poulin-Dubois.

Story Source:

The above post is reprinted from [materials](#) provided by **Concordia University**. *Note: Materials may be edited for content and length.*

Journal Reference:

1. Cristina Crivello, Olivia Kuzyk, Monyka Rodrigues, Margaret Friend, Pascal Zesiger, Diane Poulin-Dubois. **The effects of bilingual growth on toddlers' executive function.** *Journal of Experimental Child Psychology*, 2016; 141: 121
DOI: [10.1016/j.jecp.2015.08.004](https://doi.org/10.1016/j.jecp.2015.08.004)



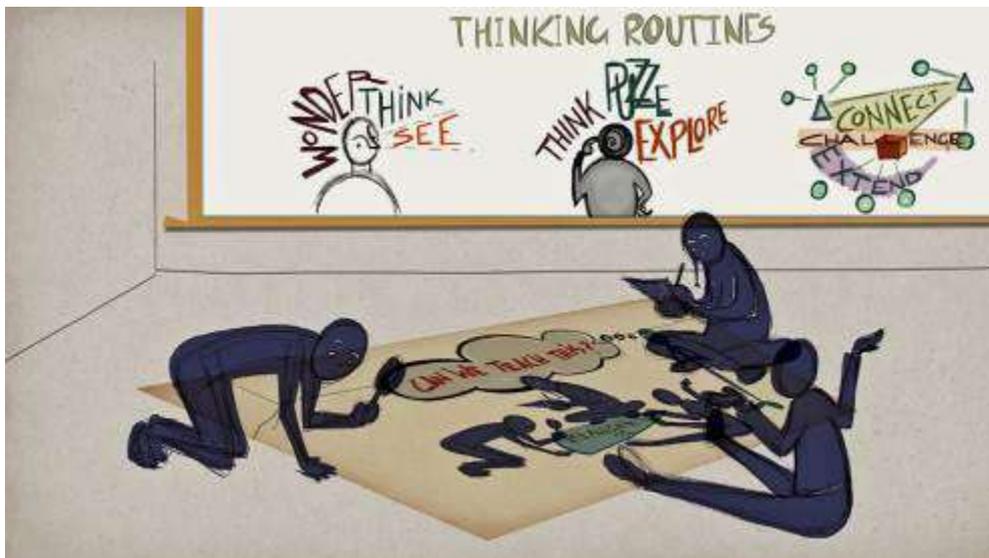
<https://ww2.kqed.org/mindshift/2016/03/31/when-kids-have-structure-for-thinking-better-learning-emerges/>



TEACHING STRATEGIES

When Kids Have Structure for Thinking, Better Learning Emerges

By
Katrina Schwartz



Amidst the discussions about content standards, curriculum and teaching strategies, it's easy to lose sight of the big goals behind education, like giving students tools to deepen their quantitative and qualitative understanding of the world. Teaching for understanding has always been a challenge, which is why [Harvard's Project Zero](#) has been trying to figure out how great teachers do it.

Some teachers discuss metacognition with students, but they often simplify the concept by describing only one of its parts — thinking about thinking. Teachers are trying to get students to slow down and take note of how and why they are thinking and to see thinking as an action they are taking. But two other core components of metacognition often get left out of these discussions — monitoring thinking and directing thinking. When a student is reading and stops to realize he's not really understanding the meaning behind the words, that's monitoring. And most powerfully, directing thinking happens when students can call upon specific thinking strategies to redirect or challenge their own thinking.

“When we have a rich meta-strategic base for our thinking, that helps us to be more independent learners,” said Project Zero senior research associate [Ron Ritchhart](#) at a [Learning and the Brain](#) conference. “If we don't have those strategies, if we aren't aware of them, then we're waiting for someone else to direct our thinking.”

Helping students to “learn how to learn” or in Ritchhart's terminology, become “meta-strategic thinkers” is crucial for understanding and becoming a life-long learner. To discover how aware students are of their thinking at different ages, Ritchhart has been working with schools to build “cultures of thinking.” His theory is that if educators can make thinking more visible, and help students develop routines around thinking, then their thinking about everything will deepen.

His research shows that when fourth graders are asked to develop a concept map about thinking, most of their brainstorming centers around what they think and where they think it. “When students don't have strategies about thinking, that's how they respond – what they think and where they think,” Ritchhart said. Many fifth graders start to include broad categories of thinking on their concept maps like “problem solving” or “understanding.” Those things are associated with thinking, but fifth graders often haven't quite hit on the process of thinking.

By sixth grade a few students are starting to include some strategies for thinking in their maps, such as “concentrate” or “don't get caught up in things that aren't relevant.” But by ninth grade many students include specific strategies for thinking on their concept maps, including “making connections,” “comparing” and “breaking things down.”

Ritchhart studied 400 students at a school focusing on cultivating a [culture of thinking](#). The study had no control group, but Ritchhart could chart development of metacognition from 4th-11th grades.

“Students basically made a two-and-a-half year gain from what would be expected just from teachers trying to create that culture of thinking,” Ritchhart said. He admits that the study

isn't definitive, but to him it's proof that when teachers focus on these ideas they do see improvement.



<https://vimeo.com/43219548>

HOW CAN EDUCATORS HELP?

In a culture of thinking, students recognize that collective and individual thinking is valued, visible and actively promoted as part of the regular day-to-day experience of all group members. This type of culture can exist in any place where learning is part of the experience including school, after school programming or museum programs.

To help make these ideas more concrete, Ritchhart and his colleagues have been working to hone in on a short list of “thinking moves” related to understanding. To test whether these moves were really crucial, researchers asked themselves: could a student say she really understood something if she hadn’t engaged in these activities? They believe the important “thinking moves” that [lead to understanding are](#):

- Naming: being able to identify the parts and pieces of a thing
- Inquiry: questioning should drive the process throughout
- Looking at different perspectives and viewpoints
- Reasoning with evidence
- Making connections to prior knowledge, across subject areas, even into personal lives
- Uncovering complexity
- Capture the heart and make firm conclusions
- Building explanations, interpretations and theories.

These thinking moves all point to the conclusion that learning doesn’t happen through the mere delivery of information. “Learning only occurs when the learner does something with that information,” Ritchhart said. “So as teachers we need to think not only about how we will deliver that content, but also what we will have students do with that content.”

One easy way to start asking students to be more metacognitive is to build in reflection time about thinking. Ask students to think about the lesson and identify the kinds of thinking they used throughout. That not only builds vocabulary around thinking, but it often gives kids confidence to name specific thinking strategies they used. Taking this time to reflect also reminds students that they did real work during the lesson.

THINKING ROUTINES



<https://vimeo.com/108000553>

To get at how teachers make thinking visible, Ritchhart studied teachers who were very effective at helping student dive below surface level retention of information into really understanding material as it connects to the rest of their studies and their lives. He noticed none of them taught a lesson on thinking.

“They had routines and structures that scaffolded and supported student thinking,” Ritchhart said. This discovery led him and colleagues at Project Zero to develop “thinking routines” that all teachers can use to help students develop the habits of mind that lead to more understanding.

One way to develop a culture of thinking is to pick one of the thinking routines Project Zero has designed and use it over and over in a variety of contexts. Rather than trying each routine once, applying one routine in multiple ways will help make thinking in that way habitual. It becomes almost an expectation in a classroom, like other class norms.

One example of this that goes beyond the K-12 classroom comes from Harvard Medical School, where instructors were struggling to train students to listen to patients and make strong diagnoses based on the symptoms they heard. As an experiment, the medical school offered an elective module to students, where once a week they would join a fine arts class using the “See, Think, Wonder” thinking routine to observe art. After 10 weeks, all the medical students were assessed on clinical diagnosing and the students who had done “See, Think, Wonder” had improved much more than those who had not participated.

“One of the reasons we call them thinking routines is that through their use it is the thinking that becomes routine,” Ritchhart said. Project Zero is working with teachers around the country to [apply thinking routines](#) in the classroom and many have reported that after doing the routines in a structured way several times students naturally start using the protocols for everything.



KATRINA SCHWARTZ

Katrina Schwartz is a journalist based in San Francisco. She's worked at KPCC public radio in LA and has reported on air and online for KQED since 2010. She's a staff writer for KQED's education blog MindShift.



**A SEMINAR FOR
THE CURRICULUM TEAM OF
THE SCHOOL OF FOREIGN LANGUAGES,
BAŞKENT UNIVERSITY**

**9 February 2017
Summarized by
Prof. Dr. Aydan Ersöz**

The administration of the School of Foreign Languages contacted INGED to ask for support for their one-week in-service seminar for the curriculum team. So, on February 9, I held four sessions; the first two being more informative: “Integrated Approaches to Curriculum Design” and “Implementing the CEF-R”, the last two being more practical: “Writing Goals”, and “Designing Activities”.

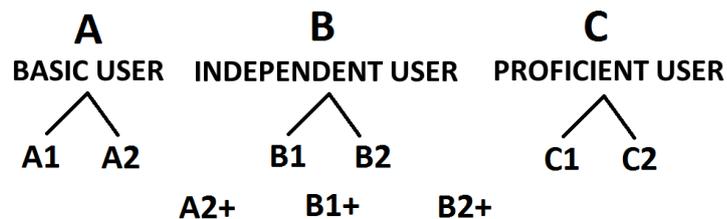
The School of Foreign Languages, Başkent University decided to revise its curriculum, and the administrators felt that having a short but well-crafted and delivered seminar for the curriculum team would not only strengthen the knowledge and skills but also increase collaborative learning among the members of the team. For this reason, they invited five experts to hold sessions on each day of that week, and I was one of those experts.

The participants said that the seminar was challenging and exciting as the sessions helped them improve their knowledge and skills, stay up-to-date, build professional confidence and add to their credibility among their colleagues. Below you can find a brief summary of one of the sessions I have held: “Implementing the CEF-R”.

The *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) is exactly what its title says it is: a framework of reference. The CEFR has illustrative scales of proficiency in the form of “can do” descriptors. It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents.

The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. It also defines three ‘plus’ levels (A2+, B1+, B2+).

- BASIC USER (A1: BREAKTHROUGH and A2: WAYSTAGE),
- INDEPENDENT USER (B1: THRESHOLD and B2: VANTAGE), and
- PROFICIENT USER (C1: EFFECTIVE OPERATIONAL PROFICIENCY and C2: MASTERY).



CEFR Level	Guided Learning Hours
C2	Approximately 1,000–1,200
C1	Approximately 700–800
B2	Approximately 500–600
B1	Approximately 350–400
A2	Approximately 180–200
A1	Approximately 90–100

All the descriptors stated in the CEFR are skill-based, and communicative. The CEFR highly encourages learner autonomy (independence) and self-assessment which requires critical reflection.

Common European Framework

Levels - CEF	Listening / Speaking	Reading	Writing
A1 Beginners	Can understand basic instructions or take part in a basic factual conversation on a predictable topic.	Can understand basic notices, instructions or information.	Can complete basic forms, and write notes including times, dates and places.
A2 Pre-Intermediate	Can express simple opinions or requirements in a familiar context.	Can understand straightforward information within a known area, such as simple textbooks or reports on familiar matters.	Can complete forms and write short simple letters or postcards related to personal information.
B1 Intermediate	Can understand the main points of familiar matters, with enough language to get by in everyday situations.	Can understand non-complex, routine information and articles.	Can write simple letters/texts on familiar topics with reasonable accuracy and express personal ideas and opinions.
B2 Higher Intermediate	Can understand and express ideas with some fluency and reasonable accuracy in everyday contexts.	Can understand the general meaning of non-routine information within a familiar area.	Can produce longer texts, with paragraphs using a range of structures with a fair degree of accuracy.
B2+ Higher Int. Plus	Can understand and express opinions on abstract/cultural matters in a limited way or offer advice within a known area and understand instructions or public announcements.	Can understand the main ideas of a complex text on both concrete and abstract topics.	Can produce a clear, detailed text on a wide range of subjects and give advantages and disadvantages of various options.
C1 Advanced	Can understand and express feelings, opinions and ideas with sufficient clarity to work in an English-speaking environment.	Can scan texts for relevant information and understand detailed instructions or advice.	Can make reasonably clear notes while someone is talking or write a letter including non-standard requests.
C1+ Advanced Plus	Can contribute effectively to meetings and seminars within own area of work and keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	Can read quickly enough to cope with an academic course, read various media for information and understand non-standard correspondence.	Can prepare/draft professional correspondence, take accurate notes in meetings or write an essay which shows a highly effective ability to communicate.
C2 Proficiency	Can advise on or talk about complex or sensitive issues, understand colloquial references and deal confidently with hostile questions.	Can understand documents, correspondence and reports, including the finer points of complex texts.	Can write letters on any subject and full notes of meetings or seminars with good expression and accuracy.

With the CEFR, the shift in a language classroom has moved from teacher-centered approaches to more learner and learning-centered approaches, from product-oriented approaches to more process-oriented approaches, from deductive approaches to more inductive approaches.

The CEFR supports any foreign language curriculum that aims

- to develop learners' communicative proficiency (functions + notions and appropriateness),
- to improve language and study / academic skills,
- to cover tasks that are relevant to the real-world language needs of the learner.

It is important to remember that the CEF-R must be adapted to fit a particular context. Linking to the CEF-R means relating the particular features of a context of learning (the learners, the national policy, the learning objectives, etc.) to the CEF-R. Not everything in the CEF-R will be relevant to a particular context. Finding relevant scales and descriptors in the CEF-R, the curriculum designer can then state the language proficiency level at which students are expected to be able to achieve the objectives. These objectives can be modified (either upwards or downwards) to accommodate what is practically achievable. CEFR-linked exemplars of performance can then be used to carry out, monitor and evaluate the range of levels actually achieved by the students. This means that coursebook authors, teachers and the developers of language tests, examinations and assessments must all take the aspects of the CEF-R into account while doing their job.

(For further information, see: <http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf>)

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You may wish to see
what other EL associations are doing
by
visiting our PARTNER ASSOCIATIONS link
on our webpage
and visiting their web sites...**

A Sample Lesson Plan in line with the CEF-R by Prof. Dr. Aydan Ersöz

CEFR level: A2

Age: Teenagers or young adults (high school or university)

Theme/Topic: Biographies

Communicative Functions:

- Giving explanations/reasons
- Making simple inquiries
- Talking about past events
- Telling the time, days and dates

Skills:

Listening

- Students will be able to recognize essential information from short recorded passages dealing with past events and dates.

Speaking

- Spoken Interaction
Students will be able to make themselves understood in a simple way when they talk about the past.
- Spoken Production
Students will be able to describe past activities and personal experiences.

Reading

- Students will be able to identify important information in texts in which the dates and names play an important role and which are clearly structured and illustrated.

Writing

- Students will be able to describe an event in simple sentences and report what happened when and where.

Compensation Strategies

- Students will be able to use their previous knowledge to guess the meanings of new items.

Important People in History

Activity 1. Test your history knowledge. Choose the correct answer.

1. When did Mehmet the Conqueror conquer İstanbul (Constantinople)?
a. 1923 b. 1684 c. 1453 d. 1543

2. Suleiman the Magnificent ruled the golden age (1520-1566) of what empire?
 - a. Byzantium Empire
 - b. Roman Empire
 - c. Aztec Empire
 - d. Ottoman Empire
3. When did the First World War begin?
 - a. 1914
 - b. 1918
 - c. 1939
 - d. 1944
4. When did the Turkish Independence War end?
 - a. 1918
 - b. 1920
 - c. 1922
 - d. 1934
5. Who was the first president of Turkish Republic?
 - a. Atatürk
 - b. İnönü
 - c. Bayar
 - d. Gürsel
6. What happened in 1939?
 - a. America dropped atomic bombs on Hiroshima and Nagasaki.
 - b. Germany invaded Poland and started the 2nd World War.
 - c. Britain attacked Gallipoli (Gelibolu) to invade İstanbul.
 - d. Turkish troops went to help South Korea in the Korean War.
7. Which of the following nations did NOT take part in the Second World War?
 - a. Germany
 - b. Japan
 - c. England
 - d. Turkey
8. Where did Turkish army send its troops in 1999 to help?
 - a. France
 - b. China
 - c. Kosovo
 - d. Russia

Activity 2.

a) *Answer these questions:*

- When was Atatürk born?
- Where was Atatürk born?
- What was Atatürk's first name?
- What was Atatürk's father's name?
- What was Atatürk's mother's name?

b) *Look at the picture and check your answers.*

T. C.

NÜFUS HÜKÜMET CÜZDANI

Atatürk

Alınan isim, unvan, lakap ve şöhreti	Atatürk
Adı	Kemal
Babasının adı	Ömer Ali Rıza
Annesinin adı	Ömer Lübeydi
Doğum yeri	Selânik
Doğum tarihi	1881

Activity 3. a) Put the following paragraphs into the correct order.

A

The Ottoman Empire signed the truce in Moudros on 30 October 1918. Mustafa Kemal started working in the Ministry of War in Istanbul on 13 November 1918. He was very upset because of the occupation of the country by enemy forces. He went to Samsun on 19 May 1919 and took the first steps of Turkish War of Independence.

B

Mustafa Kemal Atatürk was born in Salonika in 1881. His father was Ali Riza Efendi and mother was Zübeyde Hanım. During his primary education, he lost his father in 1888. In 1893, he started Military Junior High School. At this school, his math teacher Mustafa Bey, added Kemal to his name because he was a brilliant student.

C

During the First World War, Mustafa Kemal with his troops stopped the enemy forces in Gallipoli on 18 March 1915. They made the legend of "Dardanelles are Impassable". Mustafa Kemal became a full colonel after this great success. Mustafa Kemal, as the Anafartalar Group Commander, won several victories after that: Ariburnu Attack, Battle of Anafartalar, Battle of Kirectepe, and the Second Battle of Anafartalar. Mustafa Kemal's famous order to his soldiers: "I do not order you to attack, I order you to die", changed the destiny of this Front.

D

Later he finished Monastir Military Senior High School and commenced Military College in Istanbul. In 1902, he graduated with the rank of lieutenant and continued his education in Military Academy. He served as an officer at different places. In 1911, he came back to Istanbul and started to work under the Command of General Staff.

b) Read the text. Write TRUE (T) or FALSE (F).

1. Ali Riza Efendi died in 1888. (Paragraph 1)
2. His mother added Kemal to his name. (Paragraph 1)
3. He was a lazy student. (Paragraph 1)
4. After his primary education, he attended military schools. (Paragraph 2)
5. He was not in İstanbul in 1910. (Paragraph 2)
6. He was a full colonel in Gallipoli attack on 18 March 1915. (Paragraph 3)
7. He didn't take part in any other battles after Gallipoli attack. (Paragraph 3)
8. The enemy forces started occupying the country after 30 October 1918. (Paragraph 4)
9. He was in Ankara at that time. (Paragraph 4)
10. Turkish War of Independence started on 19 May 1919. (Paragraph 4)

c) Choose one picture for each paragraph. Be careful; there is an EXTRA picture.



1



2



3



4



5

Activity 4. a) Look at the dates and put the events and actions into the correct chronological order.

- A. They fought and won the Battle of Dumlupinar (Battle of Commander-in-Chief) and the Great (Final) Victory between 26 August and 9 September 1922.
- B. He gathered the Turkish Grand National Assembly on 23 April 1920.
- C. The Turkish Grand National Assembly declared the Turkish Republic on 29 October 1923.
- D. Mustafa Kemal issued the Amasya Circular on 22 June 1919.
- E. He visited Ankara on 27 December 1919.
- F. He held the second Congress in Sivas between 4 September and 11 September 1919.
- G. They fought and won the Battle of Sakarya between 23 August and 13 September 1921.
- H. The War of Independence ended with the Lausanne Peace Treaty on 24 July 1923.
- I. They fought and won the Second Battle of İnönü between 23 March and 1 April 1920.
- J. He held the first Congress in Erzurum between 23 July and 7 August 1919.
- K. They chose Mustafa Kemal Atatürk as the first President of the Republic.
- L. The Turkish Army fought and won the First Battle of İnönü between 6 and 10 January 1920.

b) Look at the following sentences. Choose the correct answer.

1. In the sentence “**He** held the second Congress in Sivas between 4 September and 11 September 1919.”, **he** refers to

- a. the Congress
- b. Mustafa Kemal
- c. Sivas
- d. 4 September

2. In the sentence “**They** fought and won the Battle of Sakarya between 23 August and 13 September 1921.”, **they** refers to

- a. Mustafa Kemal
- b. the dates
- c. The Turkish Army
- d. The Turkish Grand National Assembly

3. In the sentence “**They** chose Mustafa Kemal Atatürk as the first President of the Republic”, **they** refers to

- a. the dates
- b. Mustafa Kemal
- c. The Turkish Army
- d. The Turkish Grand National Assembly

Activity 5.

a) Listen to the text about Atatürk. There is an extra word/phrase in each sentence. Cross out the word/phrase you do **NOT** hear.

Atatürk was an easy-going, extraordinary leader, but he was very modest in his private life. He got engaged and married to Latife Hanım on 29 January 1923. Together they had many angry trips around the country. Atatürk loved children, but he didn't have his own kids. He adopted his hardworking daughters and his son.

He enjoyed reading science books, listening to music, dancing, horse riding and swimming. He liked playing backgammon and billiards with friends very much. He loved his beautiful horse Sakarya and his dog Fox. He had a very rich library of his own books. He invited different statesmen, scholars and scientists to dinners and discussed state affairs with them. He was very careful about his physical appearance and was always smartly dressed. He was also a brilliant nature lover. He often visited his huge farm Atatürk Orman Çiftliği and took part at works in person. Atatürk was fluent in French and German languages.

Atatürk generously donated most of his property to the State. He died at 9.05 early in the morning on 10 November 1938, in Dolmabahçe Palace, Istanbul. He now rests peacefully in Atatürk's Mausoleum in Ankara.

b) Look at the text. Find words or phrases that mean

- 1. outstanding, wonderful, amazing
- 2. simple, ordinary
- 3. became husband and wife
- 4. belonging to an individual
- 5. legally took care of someone else's child
- 6. topics, issues about the state
- 7. wore stylish clothes
- 8. able to speak
- 9. gave away as a gift
- 10. burial monument

Activity 6. Match sentences with similar meanings. Be careful; there are extra sentences.

1. Atatürk spent his childhood in Salonika.	a. Atatürk owned a huge library with thousands of books.
2. Atatürk attended and finished the Military Academy.	b. Atatürk donated a huge library with thousands of books.
3. Atatürk had a huge library with thousands of books.	c. Atatürk was a very easy-going leader.
4. Atatürk was an extraordinary leader.	d. Atatürk was a very intelligent leader.
5. Atatürk's private life was modest.	e. Atatürk was born in Salonika.
6. Atatürk was a brilliant leader.	f. Atatürk grew up in Salonika
	g. Atatürk's private life was simple.
	h. Atatürk's private life was stylish.
	i. Atatürk wasn't an ordinary leader.
	j. Atatürk wasn't an ambitious leader.
	k. Atatürk graduated from the Military Academy.
	l. Atatürk moved to the Military Academy.

Activity 7. Examine the paragraphs and answer the questions.

Atatürk loved children, but he didn't have his own.
 He enjoyed reading books, listening to music, dancing, horse riding and swimming.
 He liked playing backgammon and billiards very much.
 He loved his horse Sakarya and his dog Fox.

Prof. Aziz Sancar loves children, but he doesn't have his own.
 He enjoys reading books, listening to music, dancing, horse riding and swimming.
 He likes playing backgammon and billiards very much.
 He loves animals.
 He has a very rich library of his own.

Compare the sentences. What is different?

Atatürk loved children, but he didn't have his own.

Prof. Aziz Sancar loves children, but he doesn't have his own.

Which is TRUE?

The first sentence is about the past.

The first sentence is about the present.

The second sentence is about the past.

Which is a negative sentence in the past?

... but he didn't have his own.

... but he doesn't have his own.

How can you complete the sentences using the clues?

Atatürk (NOT / SERVE) as a scientist at different places.

Atatürk (SERVE) as an officer at different places.

Fill in the blanks. Use the correct form of «TRAVEL»

Atatürk around the country.

Atatürk and his wife Latife Hanim around the country.

Atatürk abroad. (NOT)

Atatürk and his wife Latife Hanim abroad. (NOT)

Look at the sentences and underline the verbs.

1. In 1893, Mustafa started Military Junior High School.
2. At this school, his math teacher Mustafa Bey, added Kemal to his name because he was a brilliant student.
3. Later he finished Monastir Military Senior High School and commenced Military College in Istanbul.
4. In 1902, he graduated with the rank of lieutenant and continued his education in Military Academy.
5. He, then, served as an officer at different places.
6. During the First World War, Mustafa Kemal with his troops stopped the enemy forces in Gallipoli on 18 March 1915.
7. Mustafa Kemal's famous order to his soldiers: "I do not order you to attack, I order you to die", changed the destiny of Anafartalar.
8. The Ottoman Empire signed the truce in Moudros on 30 October 1918.
9. Mustafa Kemal started working in the Ministry of War in Istanbul on 13 November 1918.
10. He didn't want to accept foreign invasion.
11. He didn't obey his commanders' orders.
12. He traveled to Samsun on 19 May 1919 and started the Turkish War of Independence.

Put the words into the correct order and make sentences.

A. peace. / Atatürk / He / didn't / believed in / war. / like /

B. «Peace at home, peace in the World»? / say / Atatürk / Did /

What questions can you ask to get these answers?

1.?

Yes, Atatürk selected his friends carefully.

2.?

No, he didn't die in Ankara. He died in Dolmabahçe Palace, İstanbul.



REFLECTIONS ON THE 2ND ELT SEMINAR HOSTED BY ANTALYA INTERNATIONAL UNIVERSITY

11 March 2017

Summarized by
Prof. Dr. Aydan Ersöz

The School of Foreign Languages, Antalya International University invited me to be one of the keynote speakers and hold a session on teaching English to young learners on 11 March 2017. Among the participants were ELT department students, academicians, instructors and administrators. The participants' eagerness and positive energy made this interactive session a productive and fun experience.

The session had two parts. In the first part, we talked about the characteristics of young learners; how they learn and what motivates them.

In the second part, I demonstrated a sample lesson integrating various techniques. I used the song "Five Little Monkeys" in the form of a story. Since I have summarized this activity in previous issues, I will not repeat myself here. Instead, I would like to summarize the advantages of using storytelling and drama/dramatization techniques for young learners.

ANTALYA INTERNATIONAL UNIVERSITY
2nd ELT SEMINAR
Enhancing Learning Through Effective Teaching II

Prof. Dr. Aydan Ersöz
Children just wanna have fun

Prof. Simon Borg
Teacher Self-Awareness

Dr. Tom Godfrey
Drama: Developing language skills with a focus on creativity and 'whole person learning'

Date
March 11th, 2017
Venue
Rixos Downtown Antalya
Time
13:00-18:00

RSVP: sofl.antalya.edu.tr

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Stories for children exist in every country and every culture. Children are captivated by stories and can internalize language while listening to them. As children already love stories, using stories to teach language is highly motivating. It may get even more motivating depending on how good the story is, how interesting and colorful the illustrations are, and how you tell it.

As a learning tool, storytelling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner. In our fast-paced, media-driven world, storytelling can be a nurturing way to remind children that their spoken words are powerful, that listening is important, and that clear communication between people is an art.

Stories will lead us to 'indirect learning' which is the unconscious learning we achieve by playing, exploring and making discoveries. They are also easy to combine with fun activities such as games, songs, rhymes, chants, riddles, puzzles, drama, dramatization and art and craft activities, so on. All these contain authentic language and help us create a natural (or a less formal) atmosphere in the classroom. They are also a part of the child's life and reality. They make learning more memorable and fun.

Reasons to use stories to teach English:

1. Children love them.
2. Stories are motivating and fun. They create a desire to continue learning.
3. Stories can be taught to large classes and cost nothing.
4. Stories set language in a meaningful context. The story can be the focal point of the lesson, giving meaning and context to odd words and phrases learned in isolation. Children can absorb the language subconsciously.
5. Stories do NOT ONLY model accuracy BUT develop fluency as well.
6. Children like to hear the same story again and again. This encourages language acquisition. They repeat and recycle language naturally.
7. Stories can teach children about ethical behavior. Most stories contain a useful message, aside from language learning.
8. Stories help children to link fantasy with the real world.
9. Listening to stories is a shared social experience. Children share laughter, sadness, excitement and anticipation. This builds confidence and encourages social and emotional development.
10. Listening to stories develops listening, comprehension and concentration skills.
11. Stories enable children to make critical judgements and express their opinions. They teach ideas.
12. Stories exercise the imagination helping children develop their own creative powers.
13. Developing the imagination can empower students to consider new and inventive ideas. Developing the imagination can contribute to self-confidence and personal motivation as students envision themselves competent and able to accomplish their hopes and dreams.

Teachers can use both classical stories and modern ones. Classical stories (such as Cinderella, The Little Red Riding Hood, Snow White and the Seven Dwarfs, Rapunzel, etc.) are good to work with as most children are familiar with most of the stories, so they work with familiar

contexts when they work with these. However, they need adaptation as their original versions are long but not repetitive. They also contain disturbing characters such as wicked step-mothers, evil witches, and giants. Modern stories, on the other hand, are brand new for most children, so they work with completely new contexts. However, these stories are short and repetitive, and are carefully screened by experts.

Stories offer great contexts for drama and dramatization. Dramatizing is part of children's lives from an early age: children act out scenes and stories from the age of about three or four. They play at being adults in situations, like shopping and visiting the doctor, which are part of their lives.

Many of these day-to-day situations are predictable. Children try out different roles in make-believe play. They rehearse the language and the 'script' of the situation and experience the emotions involved knowing that they can switch back to reality whenever they want to.

Drama and Dramatization

The word drama may produce the image of an end-of-term play, staged by nervous children, organized by overwrought teachers, and watched by fond parents. Drama is not only about the product (the performance) but part of the process of language learning.

Drama allows children to own the simple and mechanical language they use by involving their personalities. It gives those children who are shy when speaking a foreign language another character to 'hide behind'.

'Dramatizing' is perhaps a better word for this than drama. Dramatizing means that the children become actively involved in a text. This personalization makes language more meaningful and memorable than drilling or mechanical repetition can. While dramatizing children may take roles or use puppets/masks.

Using drama and drama activities has clear advantages for language learning. It encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions. Drama involves children at many levels, through their bodies, minds, emotions, language, and social interaction.

SOMETHING TO THINK ABOUT

Changing Times

In 1998, Kodak had 170,000 employees and sold 85% of all photo paper worldwide. Within just a few years, their business model disappeared and they got bankrupt.

What happened to Kodak will happen in a lot of industries in the next 10 year - and most people don't see it coming. Did you think in 1998 that 3 years later you would never take pictures on paper film again?

Yet digital cameras were invented in 1975. The first ones only had 10,000 pixels, but followed Moore's law. So as with all exponential technologies, it was a disappointment for a long time, before it became way superior and got mainstream in only a few short years. It will now happen with Artificial Intelligence, health, autonomous and electric cars, education, 3D printing, agriculture and jobs. Welcome to the 4th Industrial Revolution. Welcome to the Exponential Age.

Software will disrupt most traditional industries in the next 5-10 years.

Uber is just a software tool, they don't own any cars, and are now the biggest taxi company in the world. Airbnb is now the biggest hotel company in the world, although they don't own any properties.

Artificial Intelligence: Computers become exponentially better in understanding the world. This year, a computer beat the best Go player in the world, 10 years earlier than expected. In the US, young lawyers already don't get jobs. Because of IBM Watson, you can get legal advice (so far for more or less basic stuff) within seconds, with 90% accuracy compared with 70% accuracy when done by humans. So if you study law, stop immediately. There will be 90% less lawyers in the future, only specialists will remain.

Watson already helps nurses diagnosing cancer, 4 time more accurate than human nurses. Facebook now has a pattern recognition software that can recognize faces better than humans. In 2030, computers will become more intelligent than humans.

Autonomous cars: In 2018 the first self driving cars will appear for the public. Around 2020, the complete industry will start to be disrupted. You don't want to own a car anymore. You will call a car with your phone, it will show up at your location and drive you to your destination. You will not need to park it, you only pay for the driven distance and can be productive while driving. Our kids will never get a driver's licence and will never own a car. It will change the cities, because we will need 90-95% less cars for that. We can transform former parking space into parks. 1,2 million people die each year in car accidents worldwide. We now have one accident every 100,000km, with autonomous driving that will drop to one accident in 10 million km. That will save a million lifes each year.

Most car companies might become bankrupt. Traditional car companies try the evolutionary approach and just build a better car, while tech companies (Tesla, Apple, Google) will do the

revolutionary approach and build a computer on wheels. I spoke to a lot of engineers from Volkswagen and Audi; they are completely terrified of Tesla.

Insurance companies will have massive trouble because without accidents, the insurance will become 100x cheaper. Their car insurance business model will disappear.

Real estate will change. Because if you can work while you commute, people will move further away to live in a more beautiful neighborhood.

Electric cars will become mainstream until 2020. Cities will be less noisy because all cars will run on electric. Electricity will become incredibly cheap and clean: Solar production has been on an exponential curve for 30 years, but you can only now see the impact. Last year, more solar energy was installed worldwide than fossil. The price for solar will drop so much that all coal companies will be out of business by 2025.

With cheap electricity comes cheap and abundant water. Desalination now only needs 2kWh per cubic meter. We don't have scarce water in most places, we only have scarce drinking water. Imagine what will be possible if anyone can have as much clean water as he wants, for nearly no cost.

Health: The Tricorder X price will be announced this year. There will be companies who will build a medical device (called the "Tricorder" from Star Trek) that works with your phone, which takes your retina scan, your blood sample and your breath into it. It then analyzes 54 biomarkers that will identify nearly any disease. It will be cheap, so in a few years everyone on this planet will have access to world class medicine, nearly for free.

3D printing: The price of the cheapest 3D printer came down from 18,000\$ to 400\$ within 10 years. In the same time, it became 100 times faster. All major shoe companies started 3D printing shoes. Spare airplane parts are already 3D printed in remote airports. The space station now has a printer that eliminates the need for the large amount of spare parts they used to have in the past.

At the end of this year, new smartphones will have 3D scanning possibilities. You can then 3D scan your feet and print your perfect shoe at home. In China, they already 3D printed a complete 6-storey office building. By 2027, 10% of everything that's being produced will be 3D printed.

Business opportunities: If you think of a niche you want to go in, ask yourself: "in the future, do you think we will have that?" and if the answer is yes, how can you make that happen sooner? If it doesn't work with your phone, forget the idea. And any idea designed for success in the 20th century is doomed in to failure in the 21st century.

Work: 70-80% of jobs will disappear in the next 20 years. There will be a lot of new jobs, but it is not clear if there will be enough new jobs in such a small time.

Agriculture: There will be a 100\$ agricultural robot in the future. Farmers in 3rd world countries can then become managers of their field instead of working all day on their fields. Aeroponics will need much less water. The first petri dish produced veal is now available and will be cheaper than cow produced veal in 2018. Right now, 30% of all agricultural surfaces is used for cows. Imagine if we don't need that space anymore. There are several startups who will bring insect protein to the market shortly. It contains more protein than meat. It

will be labeled as "alternative protein source" (because most people still reject the idea of eating insects).

There is an app called "moodies" which can already tell in which mood you are. Until 2020 there will be apps that can tell by your facial expressions if you are lying. Imagine a political debate where it's being displayed when they are telling the truth and when not.

Bitcoin will become mainstream this year and might even become the default reserve currency.

Longevity: Right now, the average life span increases by 3 months per year. Four years ago, the life span used to be 79 years, now it's 80 years. The increase itself is increasing and by 2036, there will be more that one year increase per year. So we all might live for a long long time, probably way more than 100.

Education: The cheapest smartphones are already at 10\$ in Africa and Asia. Until 2020, 70% of all humans will own a smartphone. That means, everyone has the same access to world class education. Every child can use Khan academy for everything a child learns at school in First World countries. We have already released our software in Indonesia and will release it in Arabic, Suaheli and Chinese this Summer, because I see an enormous potential. We will give the English app for free, so that children in Africa can become fluent in English within half a year.

Source: Unknown: Popular on various websites and shared via email or facebook

Speech Bubbles: School of Performing Arts

are performing 'A MUSICAL MISHMASH' of songs and dances from popular musicals on Saturday 11th March at 13.30 At PROFILO AVM, Mecidiyekoy.

Tickets available at the door.

Information: www.speechbubbles.org

Speech Bubbles Theatre has been performing musicals in Istanbul for more than 25 years. Speech Bubbles is an Istanbul based theatre with a mixture of professional and amateur actors, singers.

The group aims to support charities that benefit children and education. This year we will be performing "SKOOL OF ROK" in June 2016 at Profilo AVM, Mecidiyekoy. Speech Bubbles also includes a part-time school of Performing Arts on Saturday mornings (9.30 - 12.30) which opened in October 2013.

The school has performed the musicals "Oliver" (2014); "Willy Wonka" (2015) and Mathilda (2016). We are performing a MUSICAL MISHMASH on Saturday March 11th 2016 at Profilo AVM, Mecidiyekoy. The show consists of a selection of songs and dances from popular Broadway musicals. Speech Bubbles School of Performing Arts is for young people aged between eight and eighteen years. Split into groups by age, students gain confidence, self-esteem and learn to express themselves creatively.

All classes are run by professional teachers who are passionate about what they do. The aim is to prepare for two Speech Bubbles theatre performances locally as well as participate in National and International drama and theatre festivals. The Speech Bubbles ethos is to enable children to grow gradually, and at their own speed, and to fulfill their personal potential. The curriculum is broad to enable students to experience a wide range of styles and skills.

Each week there will be one hour of dancing, singing and acting. The dance class will improve coordination and technique and give the opportunity to learn popular pop dance routines and musical theatre ensemble pieces while keeping fit! In drama, young people will explore their creativity through improvisation and role play, improving vocabulary, social awareness and communication skills. The singing class will introduce students to different rhythms and tempos in music allowing them to challenge themselves with a wide range of songs while improving technique and vocal ability.

Fun is an essential element and Speech Bubbles has learned one truth over many years: children love to achieve and flourish in a disciplined, trusting environment. Speech Bubbles set the highest standards for their shows.

For further information visit: www.speechbubbles.org or email: tom@iti-istanbul.com

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You applied to join Speechbubbles school or production, or subscribed to the mailing list directly.

Our mailing address is:

Speechbubbles

Eski Büyükdere Caddesi, Silahtaröglü Sok. No. 7 Kat:2

4. Levent, Kağıthane, Istanbul 34416

Dear T-PLUS members,

T-PLUS is very happy to announce
-for the third time:-)
that NILE Teacher Education Courses in the UK have offered a scholarship
to one T-PLUS member
to their course titled "Trainer Development: A Course for Teacher Educators"
to be held at Norwich, the UK
between 17-28 July 2017.

The scholarship covers
the course fee and
does NOT cover visa fees, airfare and accommodation in the UK.

Applications will be reviewed by the T-PLUS committee
and
the winner will be announced on
11 May 2017.

If you are interested in applying,
please complete the application form in the link below:

https://docs.google.com/forms/d/e/1FAIpQLScTHwhtUledm-x0cEjm_kTdeLw6Hls-xuD25KqOSycXwKzhnA/viewform Thank you for your interest in advance.

Thank you for your interest in advance.

Very Best Wishes,

Bahar GÜN

T-PLUS Coordinator
bahar.gun@ieu.edu.tr

Dear T-PLUS members,

Yaşar University is offering its 7th SIT TESOL certificate course in partnership with the School for International Training (SIT) Graduate Institute. SIT is a renowned institution that has been preparing professionals in the language teacher education field since 1964.

The SIT TESOL certificate course is a 130 hour intensive course which provides participants with professional knowledge and skills in Teaching English to Speakers of Other Languages (TESOL) as well as tools for their own reflection and growth as teachers. The course encourages working in groups and the sessions are experiential, reflective and learner-centered. The course provides practical training through teaching demonstrations, lesson planning and analysis, and each participant does 6 hours of assessed practice teaching and receives feedback from the trainers. Participants develop skills in teaching, speaking, listening, reading, writing, grammar and culture. Furthermore, graduates of this course can find decent teaching positions in Turkey and abroad, or return to their current jobs with new skills and greater knowledge, awareness, and satisfaction.

The 7th SIT TESOL certificate course will be delivered at Yaşar University, School of Foreign Languages at Selçuk Yaşar Campus in İzmir between 3 – 28 July 2017. The course is limited to 12 participants only. Our trainers are Hakan Çavlak and Hande Kefeli Çalık. More information about the program and the eligibility requirements can be found in the links provided below. It would be highly appreciated if you could share our post with your acquaintances who may be interested in sharing this experience with us.

For enquiries and/or enrollment please reach us via tesol@yasar.edu.tr or on 0232 570 98 98.

For further information about Yasar University SIT TESOL Certificate Course and SIT Graduate Institute, please visit the following websites: <http://tesol.yasar.edu.tr/> , <http://graduate.sit.edu/sit-graduate-institute/> .

Kind regards,

Burcu Tüğen
Preparatory Class Coordinator
Yaşar University
SIT TESOL Certificate Trainer
World Learning

Facebook: <https://www.facebook.com/YasarPrepClass>

Instagram: <http://instagram.com/yasarprepclass>

Youtube: https://www.youtube.com/channel/UCD5p_5Q7kODgZ4yroqFHYZg

Google+:

<https://plus.google.com/u/0/b/108397372413624956342/108397372413624956342>

Twitter: <https://twitter.com/YasarUniv>

<http://www.britishcouncil.org.tr/english/the-english-channel>

The English Channel: Love Arts, Learn English

Contact us
Send us an email
or call our office



The English Channel brings together the best of two worlds: art and language. Explore UK art and learn the English language.

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Our Learn English apps

▶ Mix the City Istanbul



The English Channel offers you access to UK arts and lifestyle content and will help enhance your English language skills. If you want to experience UK arts and improve your English, try The English Channel.

The English Channel curates the best of contemporary UK arts from collections belonging to the British Council and our partners. Through digital exhibitions and video, you can now have access to authentic, real examples of English language in use.

Interactive videos and exercises created by our experts have been designed to improve your English language knowledge and skills. Vocabulary, grammatical awareness and listening skills can be practiced while exploring and enjoying the best of British art. Play with our website now.

News



<http://www.iatefl.org>

**The 51st Annual Conference and Exhibition
Scottish Exhibition & Conference Centre (SECC), Exhibition Way,
Glasgow G3 8YW, UK**

4 - 7 April 2017

PCEs: 3rd April 2017

For scholarship details:

<http://www.iatefl.org/scholarships/scholarships-overview-and-faqs>

Proposal Deadline: 9 September 2016

<http://www.iatefl.org/annual-conference/glasgow-2017>

IATEFL MEMBERSHIP

Contact M. Nazlı Güngör at nazlidemirbas_06@hotmail.com

News from



The TESOL website: <http://www.tesol.org>

One of the TESOL Ambassadors this year is a Turkish colleague! Congratulations

Ahu!



Ahu Moser

Intake & Assessment Specialist for ESL Classes
Literacy Council of Montgomery County, Maryland, USA
Years Teaching: 20
TESOL Conventions Attended: 4

"I was born and raised in Turkey. I have been living in the United States for more than 12 years, and I am hoping to bring to TESOL 2017 my many years of teaching experience, my sound determination to my students, and my cultural awareness. I cannot think of any better opportunity than attending the TESOL convention for networking and professional development opportunities.

"I have always enjoyed attending the TESOL conventions, where almost everyone is from a different country but where we all gather around one specific goal: how we can be better educators so that we can enrich and empower our students to meet their learning needs. There is no better place than a TESOL convention to meet with colleagues. Just have an open mind, and do not be shy. I am extremely shy, and TESOL conventions help me break my guard, mingle, learn, and enjoy the diversity!"



VISA INFORMATION EDUCATION JOIN RENEW REGISTRATION RATES

Where in the World...?



"TESOL is a great opportunity to reflect on your practice and find ways to improve your teaching. I hope to share with my colleagues my ideas about how storytelling motivates learners and helps them understand idioms, and I hope to bring back new thoughts on instruction and assessment."

TESOL AMBASSADOR
Michael Waters
 Second TESOL Convention

Teacher, Macon County Schools
 North Carolina, USA
 Years Teaching: 35

Important session added following the Wednesday keynote.

Actions and Advocacy in a 2.0 World

We live in a world where governments increasingly pander to unfounded fears of immigrants, refugees, and even students who are "speakers of other languages." As educators of speakers of other languages and as teachers who are speakers of other languages, we bear a responsibility to speak up and act out. In this session, TESOL professionals from across the world will share stories and pose challenges for what it means to be active advocates in a 2.0 world.

Panel:

Dudley Reynolds (moderator)
 Giselle Lundy Ponce, American Federation of Teachers
 Ester de Jong, TESOL President-Elect
 Eric Dwyer, Florida International University
 Misty Adoniou, TESOL Board Member
 Brenda Custodio, Newcomer and ELL Services
 Ahmar Mahboob, TESOL Quarterly co-editor

Advance Registration Deadline, 1 March 2017. Register Today!

Hotel reservation deadline, 14 February 2017.

Renew your TESOL Membership to get the best rate!

2017 Electronic Village

Be sure to purchase your US\$10 pass to the Electronic Village (computer lab) when you register. The Technology Showcase continues to be part of your Convention registration.

Need help justifying your attendance?

Download the Justification Toolkit. The kit includes budgets and sample letters

Download the Convention mobile app and connect with your colleagues!

Find the content important to you. Search the more than 900 sessions. Browse the exhibitors in the English Language Expo.

After logging in you will be able to:

- **Browse** the available sessions – Read the descriptions and review the speakers that will be presenting. Use the Filter option to sort through all of your session options.
- **Build** your own personalized schedule – Tap the calendar icon beside each agenda item to add.
- **Toggle** between Agenda and My Agenda to review your selections. Deselect the icon to remove.
- **Review** the exhibitor profiles – Bookmark the exhibitors you are interested in visiting onsite!
- **Read** the General Information pertaining to the convention.

QUOTES

“Education is learning what you didn't even know you didn't know.” Daniel Boorstin

“If con is the opposite of pro, then isn't Congress the opposite of progress?” Jon Stewart

“A mind is like a parachute. It doesn't work if it is not open.” Frank Zappa

“Cats are smarter than dogs. You can't get eight cats to pull a sled through snow.” Jeff Valdez

“I would never die for my beliefs because I might be wrong. Bertrand Russell

“Do not take life too seriously. You will never get out of it alive.” Elbert Hubbard

“Every novel is a mystery novel if you never finish it.” Megan Amram

“Always remember that you are absolutely unique. Just like everyone else.” Margaret Mead

“Be who you are and say what you feel, because those who mind don't matter, and those who matter don't mind.” Dr. Seuss

“It takes considerable knowledge just to realize the extent of your own ignorance.” Thomas Sowell

“England and America are two countries separated by a common language.” George Bernard Shaw

“Age is something that doesn't matter, unless you are a cheese.” Luis Bunuel

“The closest a person ever comes to perfection is when he fills out a job application form.”
Businessman Stanley Randall

“Never make fun of someone who speaks broken English. It means they know another language.” H. Jackson Brown, Jr.

“I can resist everything except temptation.” Oscar Wilde

“Always borrow money from a pessimist. He won't expect it back.” Oscar Wilde

“Our language is funny – a ‘fat chance’ and a ‘slim chance’ are the same thing.” J. Gustav White

“Why do we have noses that run and feet that smell?” Author Unknown